Computers In Business
SECTION 7

Desktop Publishing Activities

DESIGN LAYOUT AND GRAPHICS
Standard 0000-07
Objective 0701 & 0702

OVERVIEW: The students will learn how to enhance documents through the use of design, layout, and graphics.

ACTIVITIES:

- The teacher will discuss the elements of good design (see handout)

- The students will learn the difference between types of graphics and their specific uses: i.e. jpeg, bmp, gif (see handout)

DESIGN

Design Checklist

Design and Layout

- ❏ Is your document framed with enough white space?
- ❏ Have you surrounded headlines (titles) and subheads (subtitles) with plenty of white space?
- ❏ Have you eliminated white space within headlines (titles) and subheads (subtitles)?
- ❏ Are your pages (slides) too balanced?
- ❏ Did you design your publication (presentation) with two or more pages in mind?

Typography

- ❏ Are you using the right typefaces (font style)?
- ❏ Have you used various type sizes to establish a hierarchy of importance?
- ❏ Have you been consistent in your use of type?

Visuals

- ❏ Did you include charts, graphs, illustrations, and photos to emphasize important ideas?
- ❏ Have you chosen the right graphic enhancements?
- ❏ Do your graphics enhance the message or distract?
- ❏ Have you properly placed photos and illustrations on each slide?
- ❏ Have you been consistent in spacing type and graphics?
- ❏ Have wraparounds created unsightly gaps?
- ❏ Are captions properly located?

Refinements

- ❏ Have you inadvertently added too much white space to your publication (presentation)?
- ❏ Did you check for misspelled and misused words?
- ❏ Did you include all necessary information?

GRAPHIC FORMATS

❏   Bitmap files (BMP on the PC and PICT on the Macintosh) are most commonly used for word processing or computer-based presentations created in a tool such as Microsoft PowerPoint or Corel Presentations. They are "uncompressed," which means they look good in printouts but require a large amount of memory to store information – causing them to display very slowly in a web environment.

❏   GIF is widely used for illustrations and icons to be displayed on the World Wide Web because it requires less storage space than bitmapped images.   The format allows a maximum of 256 colors, and so is suitable for simpler images. GIF files can have transparent portions, allowing the background color to show through; also there are tools that allow you to take GIF images and create simple web animations.

❏   The JPG (or JPEG) format is generally used for displaying photos online. It allows millions of colors, and frequently the user can specify the level of compression. (Keep in mind that the higher the compression level, the smaller the file size, but the poorer the quality – it's a trade off.)

DESKTOP PUBLISHING VOCABULARY
Standard 0000-07
Objective 0701

OVERVIEW: The students will be able to define the desktop publishing vocabulary words. (See the list)

ACTIVITIES:

❏   Present the vocabulary words showing examples of each word.

❏   Pass out a Desktop Publishing Bingo card and allow the students to fill in the card with the words from the vocabulary list that they choose, making sure they only use a word one time on the card.

❏   Play Bingo by calling out the definition of the vocabulary words only, making it necessary for the students to know the definition to match it to the word on their Bingo card.

DESKTOP PUBLISHING VOCABULARY

Asymmetric Balance: Balance achieved by strategic arrangement of unequal elements. A heavy item on one side does not necessarily require a corresponding heavy element directly across from it. Informal balance.

Balance: Stability in design; condition in which the various elements on a spread are at rest. Creates a pleasing and harmonious effect.

Body Copy: The main story on the spread.

Body Type: The type selected for body copy, as distinguished from headlines and captions. It is usually 10 or 12 point type and is set in one typeface.

Border: Plain or ornamental frame around any page element.

Centered: Placement of element, usually a headline, at a midpoint in relation to some other element

Column Rule: Line used to separate columns of type.

Columnar Design: System of page layout in which the basic content area of the page is divided into two, three, or more columns vertically.

Element: Copy, headline, art – anything to be put on a layout.

Eyeline: Formed by arranging photos, type, or other age elements to form an even band of white space across the two facing pages.

Headline: A line of large type used to tell the reader what is to follow, introducing the topic and main point of interest of the copy.

Masthead: A newsletter's title or name which appears in large letters at the top of the page.

Point Size: The size of a typeface.

Proofreading: Checking copy for spelling, content, and grammatical accuracy.

Sans Serif: Letters not having serifs (small strokes at the end points of letters).

Serif: The stroke on the endpoint of a letter. Type which is designed with these strokes.

White Space: Blank area of any page that is not covered by type or pictures. As margins, white space is planned and used to create moods and special effects.

DESKTOP PUBLISHING BINGO

	FREE	

SCHOOL ADVERTISEMENT/FLIER
Standard 0000-07
Objective 0702 & 0703 & 0704

OVERVIEW: The students will create a flier to advertise an upcoming school activity.

ACTIVITIES:

- Ask the administration and other faculty members if they have any activities that they would like fliers made for. Make sure to get all of the appropriate information, i.e. who, what, when, where, and why.

- Assign or allow the students to pick which activity they would like to advertise.

- Have the students use their design and desktop publishing skills to create a flier for the activity with the following requirements:
  - A page border
  - Two type faces
  - Two font colors
  - Two font sizes
  - One graphic (minimum)

- Have the administration or the faculty members the fliers were created for, choose the flier or fliers they wish to use.
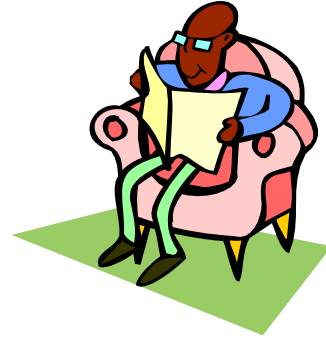
MAGAZINE COVER PAGE
Standard 0000-07
Objective 0702 & 0703 & 0704

OVERVIEW: The students will create a magazine cover page about themselves.

ACTIVITY:

- The students will create the magazine cover using the guidelines on the following page.

DESKTOP PUBLISHING
ASSIGNMENT
MAGAZINE COVER

Create a magazine cover that is about you. Choose one word that
describes you for the title of the publication. Then, be sure you
follow all of the requirements listed below. Be creative and make the finished product look as
professional as possible.

Some example magazine covers can be found at the following URLs:
        1 http://www.netmagazines.com/
        2 http://discount-magazine-subscriptions-online.com/

✓	Requirement	Points Possible	Points Awarded
	Layout: .5" margins with a thin border on margin guides	10	
	Appropriate magazine title depicting your life in one word	10	
	At least four article teasers all about your life (tell me something I don't know about you, your likes, your hopes and dreams, etc.)	20	
	Picture of self is used on background, appropriately cropped, high quality, and matching overall theme	20	
	Another small picture is located in a box (i.e., pet, boyfriend, family member, etc.)	10	
	Good use of white space	10	
	Issue date and price are conveniently located on publication	10	
	Grammar/spelling	20	
	Overall professional appearance (laminated, trimmed)	10	
	TOTAL	**120**	

Comments:

Name of Magazine:_____

Name:_____ Score:_____

PERSONAL OR FAMILY NEWSLETTER
Standard 0000-07
Objective 0702 & 0703 & 0705

OVERVIEW: The student will create a newsletter about themselves and/or their family.

ACTIVITY:

- Show the students several examples of newsletters and what features make them effective or ineffective.

- Have the students gather information about themselves and/or their families. They should gather information about what activities they are involved in, trips they are going on or have been on, etc.

- Have the students create a newsletter with the following requirements:
    - ✓ A masthead
    - ✓ Three columns
    - ✓ A graphic in each column (minimum)
    - ✓ A border around at least one graphic

- Have the students use the "Creating a Newsletter Guide" on the following page to guide them through the process of creating their newsletter

- Allow the students to print the newsletter to show their friends and family.

CREATING A NEWSLETTER GUIDE

STEP 1   Decide the purpose/subject of the newsletter?

STEP 2   Decide who the newsletter is for? (Who is the target audience?)

STEP 3   Gather data for the newsletter.
- Get pictures that relate to the stories in the newsletter
- Conduct interviews to gather information
- Research subject areas you want to put in your newsletter.
- Write the articles for your newsletter using the interviews and research.

STEP 4   Create the layout of the newsletter on the computer. Make sure the layout has the following:
- Consistent look & feel
- Is simple
- Eye-catching graphics
- Good use of white space
- Good use of color

STEP 5   Proofread and edit the newsletter
- Use spell check
- Read through word for word
- Have another person proofread and edit the newsletter

DESKTOP PUBLISHING PACKET
Standard 0000-07
Objective 0701 & 0702 & 0703 & Part of 0704

OVERVIEW: The teachers and students will complete the desktop publishing packet. (See the Packet)

ACTIVITIES:

- The teacher should present the basic concepts of desktop publishing. (See the Packet)

- The students should be able to complete the assignments in the desktop publishing packet. (See the Packet)

DESKTOP PUBLISHING
&
ADVERTISING
UNIT
LESSON PLAN

DESKTOP PUBLISHING
&
ADVERTISING
UNIT LESSON PLAN
(Approximately 7 Days)

OBJECTIVES:

- The students will be able to define the following terms as they relate to advertising: Advertisement, Focus Group, Television Commercial Script, Slogan, Print Ads, Headline, Copy, Illustration, White Space.

- The students will be able to identify the focus group that television, radio, and print ads are geared towards.

- The students will be able to write a television commercial.

- The students will be able to perform their television commercial.

- The students will be able to read print ads and distinguish between effective print ads and ineffective print ads.

- The students will be able to demonstrate basic desktop publishing skills including the following: insert and deleting graphics, moving graphics, changing the size of graphics, and using the functions on the graphic menu.

- The students will be able to create print advertisements using basic desktop publishing skills.

VOCABULARY WORDS

Advertisement: Any written or verbal message used to persuade a person's thoughts, beliefs, or actions – i.e. Resume, job application, brochure, television ad, radio ad, newspaper ad, magazine ad, flyer, billboard, bus (side of), etc.

Focus Group/Target Audience: The group of people an advertisement is aimed towards – i.e. children, teenagers, young adults, adults, elderly, male, female, etc.

Television Commercial Script: A complete description of what will occur in a television commercial including: setting, props, people, music, words, focus group, etc.

Slogan: A word or group of words used to represent a product

Print Ads: Advertisements printed on any type of material – i.e. Magazine ads, newspaper ads, billboards, bus benches, buses, flyers, etc.

Headline: The item or items that catch your attention in an advertisement

Copy: The words in an advertisement

Illustration: Picture(s) or Symbol(s) used in a print ad

White Space: Empty space in a print ad that helps draw your attention to the copy & illustration. White space helps to make ads more effective. White space does not have to be white.

DAY 1

OBJECTIVES:

- The students will be able to define the following terms as they relate to advertising: Advertisement, Focus Group, Television Commercial Script, Slogan, Print Ad.

- The students will be able to identify the focus group that television, radio, and print ads are geared towards.

- The students will be able to verbally discuss their favorite and least favorite commercials.

- The students will be able to create a slogan for a product.

- The students will be able to create a television commercial script for a product.

MATERIALS: Ideas of current T.V., radio, magazine, and print advertisements & slogans

ACTIVITIES:

❏ Introduce the vocabulary:
- Write the vocabulary words on the board
- Have the students volunteer to offer definitions for the words listed on the board
- Discuss the students' definitions
- Give a verbal complete definition of each of the vocabulary words

❏ Discuss the students favorite and least favorite advertisements:
- Ask the students what their favorite and least favorite advertisements are remembering to focus on the following types of advertisements: television, radio, magazine, newspaper, billboards, bus stop benches, internet, etc.
- Ask students to point out what makes an advertisement effective or ineffective

❏ Have the students create a new slogan and television commercial script for the product advertised in their least favorite television commercial
- Ask the students to write down their least favorite television commercial
- Explain to the students that their assignment is to rewrite the slogan and commercial for the product. Remind the students they need to convince other people to purchase the product, whether they personally like the product or not.

- Collect the assignments and review the new slogan and scripts.

DAY 2

OBJECTIVES:

- The students will be able to write a television commercial.

- The students will be able to perform the television commercial.

MATERIALS: Allow students to use materials around the room for props

ACTIVITIES:

❏   Have the students write and perform a television commercial
- Divide the students into groups of four
- Assign each group a product they need to advertise
- Explain the requirements of the assignment including the following:
    - Must create a name for the product (if it applies)
    - Must create a slogan for the product
    - Must create a television script including all the parts listed in the definition of television commercial script
    - Must include the slogan in the television commercial script
    - Must perform the television commercial in class to the other groups
- Examples of products that could be assigned to the groups include the following: Sporting goods store, ski resort, water park, amusement park, rock climbing store, spook alley, arcade, movie theater, computer store, music store, pens, pencils, paper, notebooks, monitors, golf balls, snow boards, water skis, ski boat, etc.

❏   If time permits, create slogans for products
- Give the students a name of a product and have them write down a slogan for the product (may do as many as time permits)

DAY 3

OBJECTIVES:

- The students will be able to read and view print ads and distinguish between effective print ads and ineffective print ads.

- The students will be able to define the following terms as they relate to advertising: Print Ads, Headline, Copy, Illustration, White Space.

MATERIALS: Examples of magazine and newspaper ads: effective & ineffective
                  Opaque overhead projector

ACTIVITIES:

❏   Show examples of magazine and newspaper ads on the projector screen
- Ask students what they like or dislike about each ad
- As the students discuss the positive and negative aspect of each ad, point out examples of the vocabulary and give a formal definition of each vocabulary word.
- As the activity continues, keep pointing out examples of the vocabulary words
- After showing all of the ads, ask for volunteers to define the vocabulary words

DAY 4

OBJECTIVES:

- The students will be able to demonstrate basic desktop publishing skills including the following: insert and deleting graphics, moving graphics, changing the size of graphics, and using the functions on the graphic menu.

MATERIALS: Computer for every student
              Multimedia projector (if available) to show examples on the screen

ACTIVITIES:

❏   Verbally teach the basic desktop publishing skills allowing the students to complete each step on their own computer as I give instructions

❏   Have the students complete the following task to check for understanding – check for accuracy on each student's screen before moving on:
- Insert a graphic on the screen
- Flip the graphic upside down
- Place a border around the graphic
- Flip the graphic left to right

DAY 5

OBJECTIVES:

- The students will be able to demonstrate basic desktop publishing skills including the following: insert and deleting graphics, moving graphics, changing the size of graphics, and using the functions on the graphic menu.

- The students will be able to create print advertisements using basic desktop publishing skills.

MATERIALS: Computer for each student
Desktop Publishing Packet for each student
Graphics put on the network

ACTIVITIES:

❏   Have each student complete the Desktop Publishing Packet
- NOTE: Step by step written instructions are included in the packet to help any student who needs more instruction than the verbal instruction or who needs help remembering how to perform the basic desktop publishing skills.

DAY 6
(CONTINUATION OF DAY 5)

OBJECTIVES:

- The students will be able to demonstrate basic desktop publishing skills including the following: insert and deleting graphics, moving graphics, changing the size of graphics, and using the functions on the graphic menu.

- The students will be able to create print advertisements using basic desktop publishing skills.

MATERIALS: Computer for each student
               Desktop Publishing Packet for each student
               Graphics put on the network

ACTIVITIES:

❏   Have each student complete the Desktop Publishing Packet
- NOTE: Step by step written instructions are included in the packet to help any student who needs more instruction than the verbal instruction or who needs help remembering how to perform the basic desktop publishing skills.

DAY 7
(CONTINUATION OF DAY 5 & 6)

OBJECTIVES:

❏   The students will be able to demonstrate basic desktop publishing skills including the following: insert and deleting graphics, moving graphics, changing the size of graphics, and using the functions on the graphic menu.

❏   The students will be able to create print advertisements using basic desktop publishing skills.

MATERIALS: Computer for each student
                  Desktop Publishing Packet for each student
                  Graphics put on the network

ACTIVITIES:

❏   Have each student complete the Desktop Publishing Packet
- NOTE: Step by step written instructions are included in the packet to help any student who needs more instruction than the verbal instruction or who needs help remembering how to perform the basic desktop publishing skills.

❏   Grade each packet on the screen or have the students print their assignments. Give feedback to the students about their work

DESKTOP PUBLISHING